Annual Report
St Joseph’s Primary School, Culcairn

CONTACT DETAILS:

PRINCIPAL: John Carey
ADDRESS: 8 Blair Street
          Culcairn NSW 2660
PHONE: 02 6029 8577
WEBSITE: web.sjcw.wagga.catholic.edu.au
EMAIL: info@sjcu.wagga.catholic.edu.au
Introduction

Thank you for taking the time to read the 2008 annual report for St Joseph’s Primary School.

Any questions or queries regarding this report may be directed to the Principal.

The school website has up to date enrolment information and key dates for 2009.

Many other subject areas that may be of interest to parents, including details about our school’s location and position in the community, may also be found on our website.

1. The School

The School

Our school is conscious of the need to teach our students to be Spiritual, Inquirers, Thinkers, Reflective, Adaptable, Knowledgeable, Communicators, Collaborative, Principled, Caring, Global Citizens, and Healthy. It is our desire for children to continue their lifelong learning in these key areas. These exit outcomes direct much of what we do at St Joseph’s Primary School Culcairn.

We recognise parents as the first educators of their children and we encourage strong relationships between home and classroom.

We believe it is important to participate fully within the community, and our classroom and whole school programmes are designed to ensure all students have equal access to the curriculum at our school.

Catholic Identity

Our school’s strong Parish link is representative of our total Catholic Identity.

In 2008 our students prepared for and received the sacraments of Eucharist and Confirmation.

Our Sacramental Programmes continued to be Parish based with Father Terence Mahedy, Parish Priest, delivering our Sacramental programmes. This link from Parish to home to school is supported by Sr. Marie de Pores who has continued her strong presence through our school.

School liturgical life continued to recognise and celebrate major Feast Days, the beginning and end of each term along with special occasions. Immersing our students within Catholic tradition is a strong part of belonging to our school.

Of significance this year was the visit of the World Youth Day Cross and its overnight presence in our Church.

We celebrated the journey of the WYD Cross with a whole school Stations of the Cross and prayer vigil. Many members of the wider community participated with us in this Holy and special time.

The continued development of the Diocesan version of Sharing Our Story has been a significant influence in our Religious Education programmes. We are looking forward to the implementation of the New RE syllabus in 2009 and it will be a major component of our policy development activities in 2009.

1.3 The Arts

We have focused primarily on Singing and Drama with a particular performance based emphasis in 2008.

In singing we contributed to the local Choral Festival. This was a very enjoyable and entertaining project to be a part of.

In Drama, our school performed the musical, Kids in Space. This allowed the talents of our students to be expressed through dance, singing and a series of fine dramatic performances.

Both of these major activities were well supported by our parent Community through attendance at the performances.

We continued to provide opportunities in a variety of other areas as part of classroom and whole school programmes. Our dance fitness programme and our end of year presentations and performances, all provided learning experiences within The Arts in our school.

Visual art work has been displayed through our school website and was again a prominent part of our display at the Culcairn School.
show. Art work is displayed in each classroom
and added to regularly.

Music, within our school liturgies, provides an
opportunity for our students to express
themselves on many different levels and is a
component of the overall Creative and
Practical Arts experience at our school.

A Message from Key School Bodies

The following extract has been taken from
the end of year address by Mandi McGrath,
School Support Group President.

I would just like to thank everyone on the
SSG for all the hard work they have done this
year.

We have had a big year with the Dinner On
The Court, DPI catering, Bunnings BBQ,
Wednesday night Rotary dinners, Senior
Citizens luncheon, Lions Club Dinner, Wishing
Well morning tea, Rotary Market Day BBQ
and the Supper Dance.

I would especially like to thank John for all
his support this year and my Executive
Committee, Sharon Feuerherdt and Chris
White.

Thanks also to Keena, Michelle Godde,
Sharon Knoble, Carol and all the parents who
helped cater for these functions, for without
you we could not make it possible.

Sharon and Lolita have taken over the
tuckshop duties and are doing a great job,
thank you very much.

I would now like to make a special
presentation to Sue Collins and Carol
Finlayson and their families.

The Collins family has been with us for 6
years and Sue has always been there to lend
a helping hand and has also been on the SSG
Committee for 5 years.

The Finlayson family has been at St Josephs
for 19 years and Carol has been on the SSG
Committee for 18 years and also on the
School Board. Carol has now passed on the
Wednesday Night Rotary dinners that she has
been doing for 9 years, gladly I’m sure, onto
me.

I can’t imagine how many cakes and slices
have been baked and how many functions
you have worked at in that time. We have big
shoes to fill.

So a very big thank you to the Collins family
and the Finlayson family from the SSG. We
are very sad to see you leave and will miss
you a lot.

Thank you all for a great year.

Mandi McGrath

2. Information on Key School Programs

School Determined Improvement
Targets

The School Renewal Framework document
has identified the following direction the
school is moving with policy, programmes,
resources and maintenance for 2009.

The School Renewal Framework is reviewed
towards the end of term 3 each year and
planning for the following year is begun. If
necessary, projects held over are properly
identified and evaluated before being moved
onto the next year.

The opportunity to contribute through our
School Renewal Framework structure allows
for equity and is designed to empower our
community in the decision making that occurs
at our school. It is becoming an important
part of our school’s evaluation and planning
each year.

The following key areas have been
nominated for 2009.

Vision and Mission

To align our school Practice with our school
Vision and Mission statements
Input from SSG and Parent Forum in deciding
our targets for our school
Revisit our Vision and Mission Statement and
reaffirm our commitment to it

School Programmes and operations
Policies and Curricula

Writing - First Steps Programme - CSO
Spelling – Jolly Phonics Programme - CSO
Re Policy development - CSO
Technology strategic plan development and
implementation CSO
Reading hour in the library each week (lunch
time) parent supervision
Excursions/combined school excursions (St
Patrick’s Holbrook) 3/4 5/6
Leadership, Administration and Organisation
Integrating our new technologies CSO
Development and Implementation of a Technology strategic plan CSO
Revisit the school’s Pastoral care policy.
Programmes and overviews for 2009 scope and sequences
Asset register

Professional Learning
Staff Meetings as a time for Professional Learning. Continue learning opportunities in this area. Develop a cyclical approach to all aspects of Teacher Development and renewal.

Resources and Facilities
Developing and maintaining our resource list.
New Photocopier
Blinds on classroom windows
Vegetable Garden continued
Front welcome area to be completed
Solar Programme Green Vouchers for schools

2008 Summary
Major works undertaken in 2008 included the building of the storage shed and the Office shade structure. Both of these major projects were possible through the final expenditure of our Investing in Schools project funds.

The completion of our vegetable garden was one of our major successes in 2008.

Programs to Support Students
Implementation of technology across the school continued in 2008. It was a special focus for policy development. Students in our school continued to develop their Information and Technology application skills.

In 2008, we continued the implementation of several Special Needs programmes for individual students. We provided counselling to meet the needs of individuals through Centacare. We also met the needs of students through the Diocesan programme supporting our Indigenous Education Programme.

Our school participated in the Programme for Gifted and Talented Children in technology named ITAG. Three children successfully completed this programme under the guidance of Mrs. Bullock.

Current Curriculum Initiatives
At St Joseph’s, we continued to focus on providing 120 minutes of uninterrupted literacy learning time and 60 minutes of uninterrupted numeracy learning time each day.

In 2008 we underwent an English Curriculum Review as part of the overall initiative to ensure cyclical policy development across all Key Learning Areas.

Other Learning Support Initiatives
The following school initiatives highlight some of the opportunities our school provided students in 2008.

Students at various stages have had the opportunity to participate in The visit of the World Youth Day Cross, Special Liturgies and School masses, Swimming Carnivals at Local, Deanery and Diocesan level, The MS Readathon, St Patrick’s Day, St Joseph’s Day, Cross Country Carnivals, Easter Egg hunt, School Athletics Carnival, Deanery Athletics Carnival, Maths and English competitions, Athletics at Alexandra park, Jolly Phonics, Diocesan Cross Country Carnival, ANZAC Day March, an Author visit at the Town Library, Book Week activities including visit to Albury library, Feast of Mary McKillop, Pre School Orientation, K-1 Excursion Millie the Dancing Cat, HMFD, Yr 3 & Yr 5 NAPLAN, Yerong Creek Football Netball Gala Day, Chess Competition, Retreat Day, Culcairn Show School Display, 125th Town Anniversary Float and Parade and Time Capsule, Debating, Choral Festival, Young Leaders Day, Yr 5 Billabong High School activities day, K-1 Melbourne Zoo excursion, Gymnastics Programme, Kids in Space School Performance, Vegetable Garden, Mufti Day for Mission Week, Rand Cricket, Life Education Van, Rotary Spelling Competition, Camp Quality show, School Photos, School Disco, Graduation Mass, Carol Singing and our End of Year Swimming Programme.

Equity Program Initiatives
At St Joseph’s all students enrolled have equal opportunity to access the curriculum. We ensured facilities met the needs of all students at our school in 2008.
The St Joseph’s Pastoral Care Policy allows the clear stating of how we expect people to be treated at our school and the consequences for behaviour. It is a well owned document and it again allowed clear expectations to be verbalised.

Values for Australian schools and the Safe Schools Framework, as key reference points against which to reflect our Pastoral Care Policy, helped ensure our school is a place where students are well supported in a safe school environment.

Our School NORMS are inclusive of the whole school community. We recognise individual success through the achievement of these school NORMS. We continue to ensure that children have access to all programmes which support their needs.

Student Support Programs
Children who need support have Individual Education Plans that meet their needs. Parents meet regularly with teachers and the Teacher assistant to discuss outcome achievement.

Our Special Education Programmes meet planning and implementation guidelines set down by the Catholic Schools Office. Regular planning meetings with Special Education Officers, parents and teachers are held during the year.

Initiatives Promoting Respect and Responsibility
The implementation of our Pastoral Care Policy is our school’s major programme initiative to develop and promote respect and responsibility in our school. This policy statement guides the actions of staff members and students at the school. It also serves to advise parents of the school’s priorities in this area.

Through our Pastoral Care Policy the school aims to help students develop:

- a sense of enjoyment and satisfaction from learning;
- an ability to communicate effectively;
- a coherent set of values to guide behaviour;
- a sense of personal and social responsibility for their actions and decisions;
- a sense of personal dignity and worth;
- self-reliance;
- a sense of cultural identity;
- a feeling of belonging to the wider community;
- a caring attitude towards others;
- an ability to form satisfying and stable relationships; and
- a positive attitude to school attendance.

Student Performance
State wide Tests and Examinations
The table below indicates the percentage of students who have achieved national minimum standards in literacy and numeracy.

Year 3
Being such a small cohort of two students will exclude commenting on their results as a group.

Year 5

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

St Joseph’s Primary School has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

Comparison to Statewide Results

Yr 3 Results
Year Three completed their NAPLAN testing this year and I am pleased with how they approached their first major assessment task. Having two students in Yr 3 procludes me from making any further observations. I would however like to acknowledge their hard work and effort.

Yr 5 Results
Seven Yr 5 students completed the NAPLAN Testing.

In Overall Numeracy, all students achieved band 4 or higher.

In Overall Literacy, 5 of 7 students recorded bands of 6 or 7.
Overall our results suggest we did better in Literacy than we did in Numeracy.

**Basic Skills Trends**
Data collected suggests that our students are higher than the state average in some areas of Literacy and Numeracy.

The trend data for 2008 shows a steady movement upward in overall literacy achievement. There was a downward movement in 2008 in Numeracy after a steady rise in recent years.

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### 3. School Overview

**School Policies** that support Student Welfare through our Pastoral Care Policy

**incorporating behaviour management, bullying, uniforms excursions & student health**

The School's major responsibilities in the area of Pastoral Care:
- Reflect our DUTY OF CARE
- State our behavioural expectations
- Enhance development of respect and understanding for each member of the school learning community.
- Students learn most effectively in a secure, ordered and well-disciplined environment. Teachers and students share responsibility in the development of self-discipline and the ability to select appropriate behaviours.
- Students have the right to learn in a school environment, which models and encourages a concern and respect for others. **Bullying will not be tolerated.**

Our School Community, cooperating with parents, CSO and wider Parish Community can achieve this purpose through learning programs and support.

**Promoting Personal Development of Students**

The school will contribute to the personal development of students by providing opportunities for them to:
- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and interpersonal relationships;
- develop a realistic and comprehensive self-concept and enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- assist them to understand their own feelings and behaviour and those of others;
- value cultural differences;
- be caring and supportive of others; and
- contribute positively to the life of the school.

**Promoting Today's Children Tomorrow's Adults**

**Ensuring the Safety and Well-Being of Students**

The school enhances or protects the welfare of its students by:
- maintaining a school and classroom environment conducive to learning;
- ensuring a safe and secure environment where basic needs are met and where students are protected from harm and
- encouraging appropriate forms of behaviour.

**Remedial Measures to Overcome Specific Difficulties**

Teachers in the school make every effort to:
- assist students optimise their participation in school programs;
- cater for specific learning difficulties and needs;
- cater for the emotional and physical needs of all students; and address behavioural problems.

**Implementation procedures** set out in this Pastoral Care Policy include:
1. NORMS - the school rules
2. appropriate behaviour reinforcement procedures
3. inappropriate behavioural management
4. school routines
5. statement on bullying
6. rules for bus travel
7. statements on uniforms, excursions and sporting events
8. school organisational procedures in health issues
9. leaving school grounds notification procedures

The full text of our Pastoral Care Policy is available as a hardcopy through the School’s front Office.

Discipline Policy
We work to meet the needs of our students through our school’s Behaviour Management Programme

The underlying philosophy of our Behavioural Management Programme:

Behaviour is measured against our classroom and whole school NORMS. Behaviour has consequences and at St Joseph’s Primary School we intend to state clearly the consequences for choices in behaviour.

Our school’s Vision and Mission Statement verbalises the purpose of our school. Our Behavioural Management Programme recognises our school’s Vision and Mission statement. It is designed to help our school community achieve its vision and satisfy its mission.

Our Vision is to have all children choose appropriate behaviour within a variety of settings.

Our mission is to provide a clear structure and supportive environment for students to recognise appropriate behaviour and consequences and to recognise inappropriate behaviour and consequences.

It is just.

It will help our students grow towards the Guiding Principles expressed in Today’s Children, Tomorrow’s Adults.

SCHOOL RULES (NORMS) WILL BE DEVELOPED AT CLASSROOM LEVEL, WHOLE SCHOOL AND COMMUNITY LEVEL AT THE BEGINNING OF EACH YEAR. NORMS WILL BE REVIEWED AT CLASSROOM AND SCHOOL LEVEL AT THE BEGINNING OF EACH TERM.

- students need to be made aware that NORMS are necessary for their safety and well being;
- students will be involved in the process of developing NORMS and will be made aware of the consequences;

WHOLE SCHOOL NORMS
Fairness
Respect & Concern for others
Students will:
- treat others fairly
- respect the needs and safety of others
- demonstrate concern for others and contribute to the safety of themselves and others

CLASSROOM NORMS
To assist classroom management, teachers, together with their students establish NORMS for their classroom early in the year. They should include:

- communication
- safety
- movement
- manners
- disputes
- learning

SOME PLAYGROUND NORMS (GENERAL)
- No hat - restricted play during terms 1 and 4
- Always play safely
- Play in the right place at the right time
- Respect other students and adults
- Play co-operatively
- Don’t run on cement paths/verandahs
- Look after your school and its environment

Complaints and Grievances Procedures
Access to Complaints and Grievances procedures are an important response to God’s Mission and promote ideals of fairness and justice.

St Joseph’s Primary School provides access to the CSO policy for Complaints and Grievances. Details may be found on the Catholic Schools Website at www.cso.wagga.catholic.edu.au

Enrolment Policy and Enrolment Data
Our school follows the enrolment policy as directed from the Catholic Schools Office. This policy is available at www.cso.wagga.catholic.edu.au
The enrolment profile of our school remained steady throughout 2008. In 2008 we completed the year with 50 students.

This total consists of 24 Boys and 26 Girls.

Attendance was marked with several students recording very high attendance records.

General attendance rates were satisfactory in 2008 with all unexplained absences followed up and satisfactory explanations received.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>24</td>
<td>26</td>
<td>2</td>
<td>0</td>
<td>50</td>
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*Language background Other Than English

Structure of Classes
There were three main class groupings in 2008. K/1, Yr 2/3/4 and Yr 5/6.

In K-1 there were 16 students.
In Year 2-3-4 there were 18 students.
In Year 5-6 there were 18 students.

We have 30 families who attend our school.

Staff

Teacher Standards
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

The following data is applicable to the level of qualifications for teaching staff at St Joseph's Primary School Culcairn.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>75%</td>
<td></td>
<td>25%</td>
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Results of the survey

Parents
Of the 33 responses, 25 indicated they either strongly agreed or agreed that their child was usually happy at St Joseph's.

Of the 33 responses, 8 indicated they disagree or strongly disagree that their child is usually happy at St Joseph's.

Students
Of the 33 responses, 24 indicated that they strongly agreed or agree that they are happy at St Joseph's Culcairn

Professional Learning
The Teaching staff at St Joseph's Primary School have the appropriate qualifications necessary to teach K-6.
Of the 33 responses, 9 indicated that they disagree or strongly disagree that they are usually happy at St Joseph’s.

Teacher Attendance and Retention
The Federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An average satisfactory attendance rate of 94.73% has been noted in 2008 for staff at St Joseph’s Primary School Culcairn.

Financial Statement Summary

About This Report
This report was written by the Principal of St Joseph’s Primary School, Mr. John Carey. Dec 2008.